"We hear considerable talk," said a profeesor in one of the Eastern colleges a few days ago, "about the growth of the universities in the middle and far West. Some of the loyal and enthusiastic citizens from out there have even predicted that the Eastern colleges and schools would soon lose their western puplis. Advantages offered nearer home will get them, he said, but I doubt it. I don't deny that there are good schools and colleges in the West, but the educational center of the United States is pretty near New York city, and within a radius of 200 miles are to be found educational institutions that are second to none. New York is away ahead now, and her schools and colleges are still progreesing. She has the supremacy, and she's

going to hold it." It wasn't loyalty to the East that prompted these remarks, but rather a realization of facts that are often overlooked by New Yorkers themselves, who give but little thought to such things. But the parent who begins at this time of year to look for a school or a college to which to send his son or daughter finds so many admirable institutions that choosing one becomes a task. There are many that are so good that it is almost impossible to compare them.

The West realizes that fact even more forcibly than the East does. Westerners brag about the educational facilities offered in their part of the country, but when the time comes for the daughter of the family to go to a finishing school, her parents buy her a ticket for New York. The catalogues of Columbia, Yale, Princeton, Amherst, Wesleyan, Williams-any of the universities or colleges within easy distance of this city-show conclusively in their student rolls that a large proportion of the young men come from beyond the Mississippi. The same thing is true not only in the women's colleges but even in the preparatory schools for both sexes. Never were there so many good schools

as there are at this time. The system of public education has been developed to such an extent that there is no excuse for even the poorest person neglecting to give hildren the advantages that a common ol offers. But the public schools, good as they are, do not exactly fill the bill for everyone. Courses are planned for the majority and specialization is neces-

sarily limited. Small classes and more or less individual instruction are practically impossible, and some parents feel that in the city's schools their children will come in contact with other youngsters whose influence is not entirely for the best.

Here the private schools step in. As the public schools have progressed and improved, so have they, and the time has now come when it is possible to get at least half a college education in one of the big preparatory schools.

These schools have developed the idea of specialization until there is little to be desired. The old "grade" idea is growing less and less powerful. A boy deficient in one study is not now held back in all the others, thus losing a year in preparing for college. He progresses in each study and his work is so arranged that little by little his deficiencies will be overcome by the time his college examinations take

Of course there are grades or forms in these private schools, but their limits are more flexible than of old. Classes are smaller, too, and many prominent instructors have been developing for several years the idea of individual instruction and pupil which President Woodrow Wil-

and the closer relations between instructor and pupil which President Woodrow Wilson advocates for Princeten University.

Most of the private schools for boys in the city make a specialty of preparation for college, but that does not mean that they do not offer as many advantages for the youth who for various reasons is unable to follow out the higher four year course. Some of the preparatory schools nowadays teach as much, or more, than many of the colleges did twenty years ago and most of them have arranged courses which result in a well rounded education that makes a better man of any serious minded boy who follows them through.

What has been said of the boys schools is also true of those for gifts or young women, although many of the latter institutions strive rather for all round instruction than for, college preparation. New York's finishing schools are known from Maine to Frisco and they draw their pupils from every State in the Union.

What used to be called book learning, for want of a better name, is still taught, but the finishing schools do much more than this. They receive the girl they turn out the young woman schooled in all the arts of refinement from a knowledge of music and Irving's acting to the prope, way to enter a ballroom or bits a lostess good night. And no city offers half the

turn out the young woman schooled in all the arts of refinement from a knowledge of music and Irving's acting to the properway to enter a baliroom or bid a hostess good night. And no city offers half the advantages for the finishing school that are to be found right here in New York.

The long winter season of opera is not neglected by the modern schoolma'am. Her pupils attend regularly, properly chaperoned, and they learn not only to love the music, but to understand it. Then there are the theaters, where the best rlays in the country are to be seen; the concerts, orchestras like the Philharmonic and soloists like Paderewski; art exhibitions, and a hundred and one other things not to be found in books that go to make up the education of the cultured young woman.

There are many rersons, however, who believe that the boarding school a reasonably short distance from the city is to be preferred, and some of these institutions have gained great popularity. In them the students are thrown more on their own resources for entertainment; they are free from the distracting influences of a city, and the close associations formed among the students by reason of the surroundings are often considered almost as valuable as the actual instruction. There are many such schools along the Hudson, in New England and near Boston, Philadelphia and Washington.

Along the Hudson and in the middle of New York State are the military schools, all following the idea of West Point more or less closely in training, if not in completeness of instruction. So well is this done in some cases that the Government receives the honor graduates into the regular army as officers. Regular army officers are assigned as instructors in these schools.

Training is the main object in a military school, and the boy who insists upon doing things in his own slipshod way soon becomes aware of that fact. Discipline is strict and sometimes unpleasant for a time, but there is little doubt that it develops an attention to detail, promptness, sense of accuracy and

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The attention which the military schools pay to physical training has won for them many a pupil, and the results of it have been so uniformly good that now nearly every eached beth for hows and give includes the four properties.

many a pupil, and the results of it have been so uniformly good that now nearly every school, both for boys and girls, includes physical training and the encouragement of athletics in its list of offered advantages. The time has gone by in which the gymnasium is scoffed at and the athletic field deplaced a menace to health, and both are now receiving the attention which experience has proved they deserve.

As schools have broadened their spheres of usefulness, so also have the colleges and the universities which have shown such great

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growth in the last few years. If one were to judge only by the increase in the numbers of students in the higher institutions of learning he would draw the inference that the country is richer than it used to be, and that more parents now can afford to send their sons and daughters to college than was the case ten or twenty years ago. That may be true, but it is not the real reason for the growth The fact is that the value of education is being recognized more and more as time goes on.

encourage rather than discourage men to specialize.

The scope of the universities nowadays

The scope of the universities howadays is practically without limit, affording, as they do, schools of medicine, law, arts and sciences, mining, architecture, teaching, pharmacy, sociology, literature, music and what not. At least two of the big Eastern universities have more or less closely connected with them a women's college that

Continued on Fifth Page.

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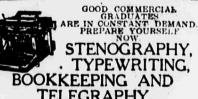
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